



EBC Servicios Lingüísticos Europe

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Introduction to TEFL

E-Book



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1 Introduction

This e-book provides the foundation for taking the EBC International TEFL Certificate course. The course will give you the skills and support you will need to live and work abroad as an English teacher. We not only ensure that you get top quality, internationally recognised training but also unrivalled, world-wide access to teaching jobs!

Four fun weeks with us is your ticket to living your dreams abroad, in exciting locations all over the world.

The EBC International TEFL Certificate course is one of the leading names in TEFL/TESOL certification. Our course, our trainers and the course material you will be receiving have been reviewed and accepted by our accreditors, the College of Teachers, an official UK government overseen examination board.

Our course gives you the skills you need to get EFL jobs throughout the world. The course exceeds international TEFL recommended guidelines and focuses strongly on real teaching practice sessions observed by course tutors.

The theoretical knowledge plus the “hands on” training that we provide is designed to make you that ideal teacher that prospective employers are looking for.

EBC has been teaching business English (ESP), general language training and translation and we know exactly what it takes for you to be a successful teacher.

The secret to our success lies with our course trainers. We are extremely proud of our team of highly experienced TEFL trainers. They are professionals with years of classroom and international corporate teaching experience.

Our trainers bring to the course not only their advanced degrees in TEFL but also their years of EFL teaching experience gained from all over the world. EBC believes in continuous training so our trainers attend EFL courses and seminars to reinforce their existing knowledge and introduce them to the latest techniques in EFL teaching. Although they all possess advanced EFL degrees, EBC supports and encourages further TEFL studies and practical work.

Finally, by studying with EBC you will get lifetime access to a truly international job placement assistance network. EBC specialises in helping you get work in Spain, Argentina and the rest of the world through its unrivalled Job Placement Assistance Programme.

This e-book will give you the foundation you'll need to take our course.

We hope you find the book useful and look forward to seeing you soon.

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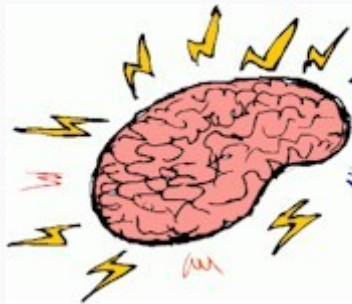
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2 How do we learn?

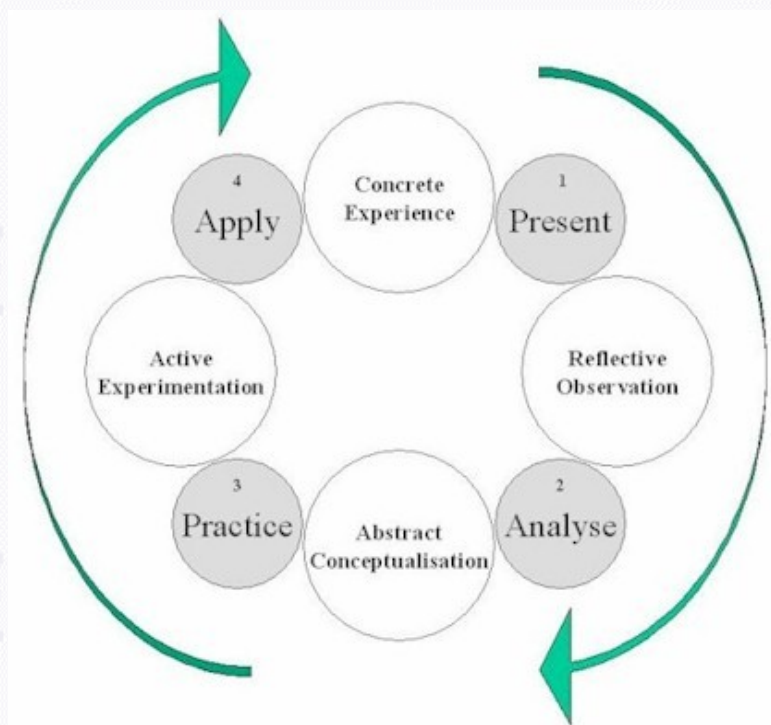
2.1 The KOLB learning cycle



This is a bit of a philosophical one to start with, but it's important that you get a good idea about what learning is before you try and teach. The following diagram depicts the learning cycle as perceived by the prominent behaviourist, David Kolb.

Kolb divides learning into four phases (diagram below):

1. **Presentation** of concrete experience, in our case the English language.
2. **Analysis** of the subject material through reflective observation.
3. **Practice** use of the material through abstract conceptualisation that in non-Kolb terms, means using the material in a controlled, simulated environment.
4. **Application** of the material through active experimentation, in other words using what has been learned in real situations.



As a teacher you will definitely be involved in the first three stages. Initially to present

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[PRESENT] the material that will be studied and to answer any questions that your students may have [REFLECTIVE OBSERVATION] about the explanation you give.

Once the material has been presented you'll move on to give examples of when the material you have introduced for study could be used [ANALYSE]. You should also ask your students for their input as well to see if they can relate to what you want to teach [ABSTRACT CONCEPTUALISATION]. Once they have a decent grasp of the idea, you then get them to practice [PRACTICE] and experiment [ACTIVE EXPERIMENTATION] with the material.

Stage 4 [APPLY] and [CONCRETE EXPERIENCE] is when the student is out of the classroom and having to use what was learned in the classroom in real life.

Kolb's cycle very much mirrors the learning experience and identifies the key points you'll need when you teach. It's a simple but very powerful structure.

2.2 Types of students



Another prominent educationalist, Bernice McCarthy Ph.D., helps us by giving us a statistical classification for learner types.

Imaginative

Feeling and watching, seeking personal associations, meaning, involvement. The key question is WHY?

Analytic

Listening to and thinking about information, seeking facts, thinking things through, learning what the experts think. The key question is WHAT?

Common Sense

Thinking and doing, experimenting, building, creating usability. The key question is HOW?

Dynamic

Seeking hidden possibilities, exploring, learning by trial and error, self discovery. The key question is IF?

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McCarthy has also published some statistics about learning styles.

30% of students learn by listening

- Learn from spoken instruction.
- Written information has little meaning until it has been heard.

65% of students learn by seeing and writing

- Relate most effectively to written information, notes, diagrams, and pictures.
- Can be verbal (sees words) or pictorial (sees pictures).
- Think in pictures, uses colour.

5% of students learn by doing

- Remember what was done, not seen or talked about.
- Don't "hear" things well.
- Learn through touch and movement in space.

2.3 Conclusion

To be a good teacher you must be able to adapt to Kolb's structure of helping students through the learning process. You have to be able to know when and, just as importantly, when not to talk in order to let the students evolve. Your skill lies as much in your knowledge of English as it does in being able to manage how you and your students interact. You are a guide to the attainment of knowledge so you must understand the learning process in order to be able to teach effectively. Kolb's cycle means that you must be an effective communicator when teaching. Our course will teach you how to teach using the **Communicative Language Teaching (CLT)** and **Presentation, Practice and Production (PPP)** styles.

You must also appreciate what type of learners you have in the classroom. Most people don't fit neatly into McCarthy's definitions as one person is capable of exhibiting different aspects towards learning as per the McCarthy descriptions. Your role is to spot what type of learning role each of your students is exhibiting in order for you to match your teaching style to their level of knowledge reception. This adaptation by you to your students' needs is called **Learner Centred** teaching and you'll hear a lot more about it on the course.

When you take the course you will also see that our tutors will teach you using these three teaching methods: CLT, PPP and Learner Centred.

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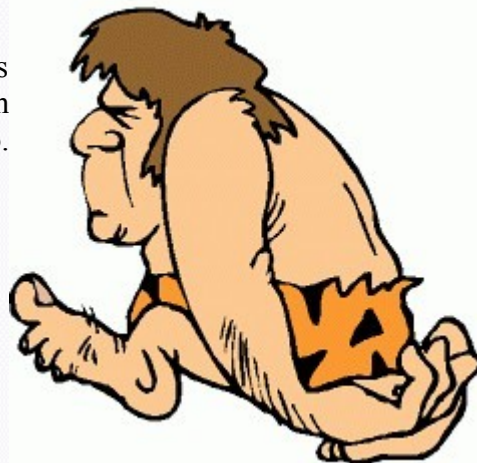


3 What teaching models have influenced current teaching practice?

For as long as people have been learning how to read, write and speak, there has been continual debate about how to describe the process and what the best ways of doing it are. Much current teaching practice is the direct result of such constructive argument.

In recent times, there have been five teaching models that have had a strong influence on classroom practice, and that teachers and trainers still refer to. They are:

1. Grammar-translation;
2. Audio-lingualism;
3. PPP, Presentation Practice Production;
4. Task-Based Learning;
5. Communicative Language Teaching.



Grammar-translation

- The most commonly used way of learning languages for hundreds of years;
- Still practised in many situations;
- Based on grammatical analysis in order to understand foreign language construction;
- Concentrates on grammar therefore stops “natural” language learning;
- Fails to provide opportunities to use language knowledge;
- Teaches the student about the language, not how to use it.

Audio-lingualism

- Heavily based on behaviourist learning theories;
- Assumes that much learning is the result of habit formation through conditioning;
- Concentrates on long repetitive drill stages;
- Went out of fashion because language learning is far more subtle than just the formation of habits;
- Students are not exposed to real or realistic language;

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- However, rote drilling is still popular during the study phase, especially for lower level students.

PPP: Presentation, Practice and Production

- Teacher presents the context and situation for the language;
- Teacher explains and demonstrates language meaning and form;
- Students practice making sentences;
- During the production stage they talk more freely about themselves or other people in the real world;
- PPP is extremely effective for teaching simple language at lower levels;
- Less appropriate for students who already know a lot of language, and therefore don't need the same kind of marked presentation.

Task-Based Learning

- Emphasis is on language-based tasks rather than the language;
- Examples:
 - TASK: Ask for information about train and bus timetables;
 - They are given the timetables and they then perform the task;
 - When they have completed the task they do some language study to clear up any problems they found while completing the task (only if necessary);
 - TASK: Write part of a guidebook for their area;
 - When they have completed the task, read their efforts and do some language/writing study (only if necessary).

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Communicative Language Teaching (CLT)

- Radical departure from the PPP type lessons that had tended to dominate language teaching;
- Has two main strands;
 1. Language involves language functions such as inviting, agreeing and disagreeing etc. that must be used appropriately;
 2. If motivated students are given enough exposure to language and opportunities for its use then language learning will take care of itself;
- Reminded teachers that people learn languages not so that they know them, but so that they can communicate;
- Gives students opportunities to try out real language within the classroom.

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4 Lesson Structure

4.1 Introduction

Your lesson will contain phases that follow the Kolb learning cycle and that address the needs of student types as defined by McCarthy. By doing this you will satisfy the requirements of the majority of the students in your class.

The sections are:

- Warm up;
- Materials - Presentation/Engage;
- Explanation and Instruction - Presentation/Engage;
- Practice/Study;
- Produce/Activate.

Sample Lesson (Short version)		
Section	Purpose	Example activities
Warm Up	Loosen up the students, reduce inhibitions and gain confidence.	Short group discussion about a lightweight current event.
ENGAGE		
Presenting material	Explain the lesson theme and give well described examples of what is to be learned.	Introduce “Indirect” or “Reported” speech. Explain that this type of speech is most commonly used in Newspapers, TV and Radio news. Its purpose is to convey information from the past into the present. “He said that ...”, “The Government passed new legislation for ...”
Instructions	Explain and present the material to be used during the lesson (could be new or a continuation from a previous class).	Get some interesting current events covering a few different areas: Politics, The Arts, Current Affairs, Sports, Gossip.
STUDY		
Practice	Enables students under your direct supervision to try out what has been learned in a safe and controlled environment.	Select one of the articles and get the students to read through it. Ask them what happened, how they could express what they have read as though it was happening in the present.
ACTIVATE		
Produce	Enables the students to practice what they have learned. Pair work is good for “Use” practice.	Split the class into pairs. Get them each to write a short news report of something they have experienced. Once they are finished, each pair will perform as a TV news team and read the news report to the rest of the class. BOTH must participate.

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4.2 The four commandments of presenting materials

Obey the commandments and ye shall discover the path of the righteous. Only joking but if you follow the rules, your students will think you're great as they'll understand what they have to do.

4.3 Presenting material

STRUCTURED PRESENTATION IS IMPORTANT

Raw, unmediated, new input is often incomprehensible to students; it does not get assimilated and therefore does not result in learning.



Objective

To enable students to be able to perceive and understand new material to be learned.

Method

Introduce new material so that it appears in a form that is most accessible for initial learning regardless of whether your presentation concerns: new words or grammatical structures, spoken or written text, explanations, task instructions, etc.

Another contribution of effective teacher presentations of new material is that they can help to activate and harness students':

- Attention;
- Effort;
- Intelligence;
- Conscious learning strategies.



GET THEIR INTEREST, KEEP THEM MOTIVATED

The ability to present new material or instruct effectively is an essential teaching skill; it enables the teacher to facilitate student awareness and understanding of new material, and thus promotes further learning.

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Question: If you have been on a foreign language course, can you remember a particular teacher presentation or explanation that helped you understand some aspect of the language? How did it help?

THE FOUR COMMANDMENTS

1. Attention;
2. Awareness;
3. Appreciation;
4. Assimilation.

1. Attention – Make sure that:

Students are: alert, focused on the teacher and/or the material to be learned and aware that something is coming that they need to take in;
Students are paying attention;
The material is perceived as interesting in itself.

2. Awareness – Make sure that:

Students see or hear the target material clearly;
Material is repeated as necessary in order to reinforce assimilation;
You get some kind of response from the students in order to check that they have in fact appreciated and taken in the material.

3. Appreciate – Make sure that:

Students appreciate the meaning of the material being introduced;
The material is connected with other things that they already know;
Illustrate the connection by referring to previously learned material;
You get some kind of response from the students in order to check that they have in fact appreciated and taken in the material.

4. Assimilate – Make sure that:

Students take in and store the material in their short-term memory;
The presentation has “impact”, e.g. colourful, dramatic or unusual;
You make a brief summary if an initial lengthy explanation is necessary;
You get some kind of response from the students in order to check that they have in fact appreciated and taken in the material.

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4.4 Instructions

When introducing new material we often need also to give explicit descriptions or definitions of concepts or processes. One type of explanation that is very important in teaching is giving instructions.

EXPLAIN CLEARLY

Poor explanation of new ideas to students can result in lesson failure.

Students see the ability to explain things well as one of the most important qualities of a good teacher.

A LITTLE KNOWLEDGE IS DANGEROUS

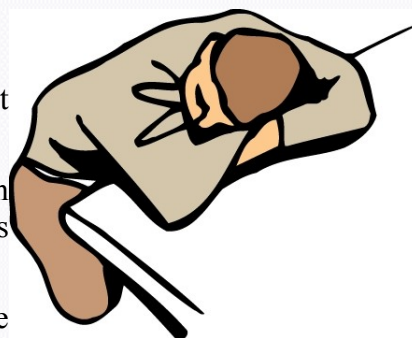
Don't think that just because you know something you can present it!!!

- Improvisation is a dangerous tactic **DON'T DO IT**
- Prepare by:
 - Thinking about the words you will use;
 - Creating or getting illustrations or other supporting material you need;
 - Writing down keywords and perhaps a brief script;
 - Practising a few times until you feel comfortable.

THE FALLACY OF TRYING TO CATCH-UP

In ongoing language practice students' attention may sometimes stray, they can usually make up what they have lost later.

- Make Sure You Have The Class' Full Attention
- When you are explaining they must pay attention;
- Your presentation is the only chance they have to get the information they need;
- If they miss bits, they will find themselves in difficulties later and pester you to explain again thus delaying the class;
- For group tasks **NEVER** divide up the class or give materials until you have finished presenting.



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DON'T BE AFRAID TO REPEAT IF NECESSARY

Student attention wanders, so it is important to give them more than one chance to understand what they have to do.

- Always repeat or paraphrase critical information as it reinforces intake;
- It helps to re-present the information in a different way: for example, say it and also write it up on the board.

BE BRIEF, IT'S A VIRTUE

We all have a limited attention span and cannot listen attentively for very long periods at maximum concentration.

- Make your explanation as brief and clear as you can;
- Think carefully about what you can leave out, as much as about what you should include.

DON'T GET THEORETICAL, IT'S UNREAL TO MOST PEOPLE

Very often a careful theoretical explanation only “comes together” when illustrated with an example or two.

- Try explaining “Happy” and “Sad” to someone who speaks little English, then show the person a picture of a smiling child receiving an ice cream and a sad looking child being refused one. After a while the person may understand the explanation, but will certainly understand “Happy” and “Sad” a lot faster by looking at the pictures.
- You could explain the meaning of a word by showing examples of its use in various contexts;
- Try to relate examples to the students’ own lives and experiences;
- Try doing a “dry run” of an activity before getting the class started on it;
- Try using a volunteer before inviting the rest to join in.

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ALWAYS CHECK THEY UNDERSTOOD THE INSTRUCTIONS

If you don't, the class will do what they think you said, do something completely different or do nothing at all.

- **ALWAYS** Check with your class that they have understood;
- **DO NOT ASK**, "Do you understand?", the answer will almost always be "yes" because:
 - The students are too polite to say "No";
 - They don't want to lose face with their peers;
 - Because they think they know what they have to do, but have in fact completely misunderstood.
- Ask them to do something that will show their understanding: for example:
 - Paraphrase what you said;
 - Make relevant and coherent additions to what you said.

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4.5 Practice

People are successful at learning a language if they are exposed to it, they are motivated to learn it and they have opportunities to use it.

CLASSROOM LEARNING SHOULD BE NATURAL

All the features of “natural” language acquisition can be difficult to replicate in the classroom, but there are elements that should be imitated.

After presenting what will be studied (Presenting Materials) and what needs to be done (Instructions), the teaching work really starts. You must engage the students’ interest (motivation). Once you’ve done this, the students need to practice with the material and then use it. Throughout the entire process you must maintain control.



The following few pages go through the Kolb cycle:

1. Present
2. Analyse
3. Practice
4. Apply

You'll see that after each definition that there is a sub-definition in square brackets. These sub-definitions refer to a second type of interactive teaching/learning method called ESA (Engage, Study, Activate) which will be discussed later in the book as you will be using it when you teach.



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PRESENT and ANALYSE [AKA Engage]

ENGAGE YOUR STUDENTS

When students are engaged they learn better than when they are partly or wholly disengaged.

- This is the point when you must try to arouse the students' interest so that they want to be involved in the lesson;
- Students will “switch off” because they are bored or because they did not feel involved;
- Students will naturally want to be involved in a lesson if they are amused, moved, stimulated or challenged;
- These types of lessons are more “fun”, but also create a better learning environment **AS LONG AS YOU KEEP CONTROL.**

THERE IS A BIG DIFFERENCE BETWEEN A FUN LESSON AND A FUNNY LESSON

Activities and materials which frequently Engage students include:

- Games;
- Music;
- Discussions;
- Stimulating pictures;
- Dramatic stories;
- Amusing anecdotes etc.

Ensure that the students engage with the subject matter for example:

- Ask students what they think of a topic before asking them to read about it;
- Ask them to look at the picture of a person and guess their occupation;
- Ask them how it relates to what they know;
- Ask if there are any similarities between their customs and other countries.

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PRACTICE [AKA Study]

PRACTICE = SUCCESS

Successful language Practice/Study in your classroom depends on a good mix of subconscious language acquisition and stimulating, well presented Practice/Study activities.

Students can study in different ways ranging from teacher explanation through to individual study.

Students are asked to focus in on language (or information) and how it is constructed for example:

- Study and practice of a single sound;
- Investigation of how a writer achieves a particular effect in a long text;
- Examination and practice of a verb tense;
- Study of a transcript of informal speech to discuss spoken style;
- Meanings of newly introduced vocabulary;
- Grammatical dissection of a complex sentence;

Some example study areas:

- Vowel sound in “i”, “ee”, an “i” with an “e” phonetic modifier;
- Third person singular of the present simple;
- Study and practice of “inviting” language function patterns;
- Study and practice of the way we use pronouns in written discourse;
- Study and practice of paragraph organisation;
- Rules for using “make” and “do”.

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APPLY [AKA Activate]

FINAL DRESS REHEARSAL

Use, or “Activate”, gives students a chance to try out real language use with little or no restriction - a final rehearsal before real world usage.

- Get students using language as freely and communicatively as they can;
- Student objective is to use all and any language which may be appropriate for a given situation or topic;
- Students must have a chance to activate their knowledge in the safety of a classroom or they may have problems using language in the real world;
- Students always need to be engaged so that they can get the maximum out of the learning experience;

Typical exercises include:

- Role-plays where students act out, as realistically as possible;
- Advertisement design;
- Debates;
- Discussions;
- “Describe and Draw”;
- Story and poem writing;
- Writing in groups etc.

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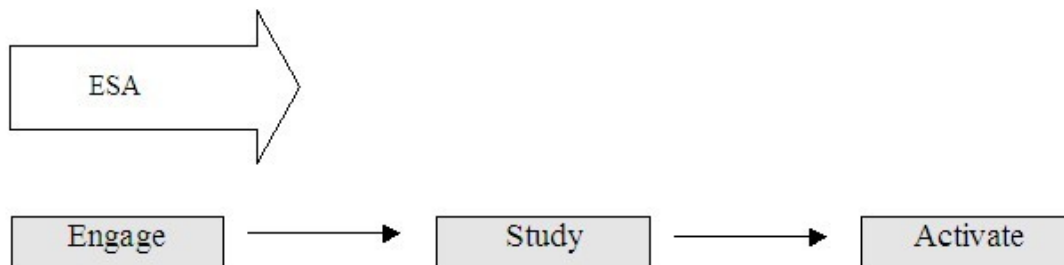
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4.6 Using ESA in your lessons

4.6.1 Straight Line ESA



STRAIGHT line teaching;

- Teacher gets the class interested and **ENGAGED**;
- Students **STUDY**;
- **ACTIVATE** what has been studied by putting it into production;



ESA Straight Arrows sequence

- Straight Arrows lessons work very well for certain structures;
- Gives students a chance to practice the language in a controlled way;
- Gives them the chance to **Activate** the “new” language in an enjoyable way;
- Such a procedure works well at lower levels for straightforward language;
- Inappropriate for advanced students with more complex language requirements.

Example

Engage: Students and teacher look at a picture of modern commercial robots. They say what the robots are doing. They say why they like or don't like robots.

Study: The teacher shows students (the picture of) a particular robot. Students are introduced to “can” and “can't” (how they are pronounced and constructed) and say things like “I can do maths” and “I can't play the piano”. The teacher tries to make sure the sentences are pronounced correctly and that the students use accurate grammar.

Activate: Students work in groups and design their own robot. They make a presentation to the class saying what their robot can and can't do.

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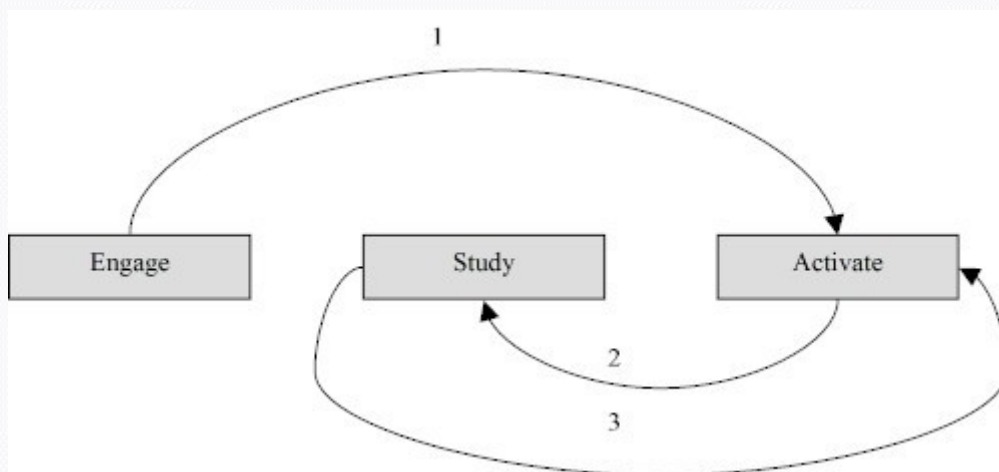
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4.6.2 Boomerang ESA



Boomerang ESA directly answers student needs;

- Teacher gets the class interested and **ENGAGED**;
- Students are **ACTIVATED**;
- Teacher initiates a **STUDY** phase based on the **ACTIVATE** results;
- Students are **ACTIVATED**.



EAS(ASAS ...) Boomerang sequence

- Students are only taught language if they have shown that they need it;
- What students need to learn and what they are taught is more transparent;
- The teacher must find teaching material for issues from the **Activate** stage;
- Teacher selects the task the students need to perform, but then has to wait for the boomerang to come back before deciding what they need to **Study** next;
- More appropriate for students at intermediate and advanced levels.

Example

Engage: Students and teacher discuss issues surrounding job interviews. What makes a good interviewee? What sort of thing does the interviewer want to find out? The students get interested in the discussion.

Activate: The teacher describes an interview situation that the students are going to act out in a role-play. The students plan the kind of questions they are going to ask and the kind of answers they might want to give (not focusing on language construction etc., but treating it

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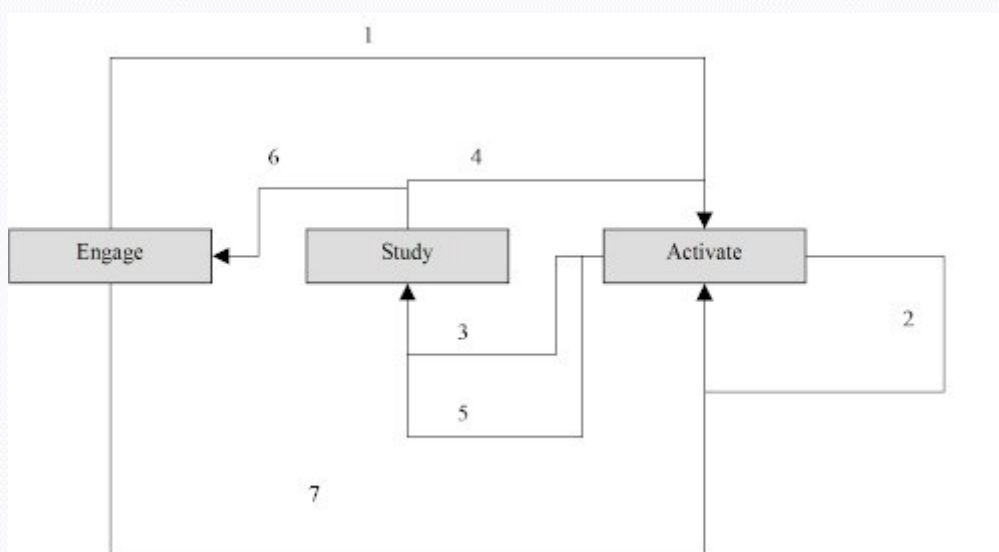
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as a real-life task). They then role-play the interviews. While they are doing this, the teacher makes a note of English mistakes they make and difficulties they have.

Study: When the role-plays are over, the teacher works with the students on the grammar and vocabulary that caused them trouble during the role-play. They might compare their language with more correct usage and try to work out (discover) for themselves where they went wrong. They might do some controlled practice of the language.

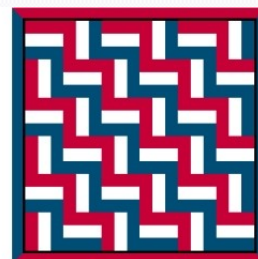
Activate: Some time later, students role-play another job interview, bringing in the knowledge they gained in the Study phase.

4.6.3 Patchwork ESA



Patchwork ESA is probably the most accurate reflection of the way we learn, rather chaotically and not always in a straight line.

- Teacher gets the class interested and **ENGAGED**;
- Students are **ACTIVATED**;
- Students are **ACTIVATED**;
- Teacher initiates a **STUDY** phase based on the **ACTIVATE** results;
- Students are **ACTIVATED**;
- Teacher initiates a **STUDY** phase based on the **ACTIVATE** results.



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EAASASEA (etc.) Patchwork sequence

Lessons are a mixture of procedures and mini-procedures;

- Provides an appealing balance between Study and Activation, between language and topic;
- Maximises learning flexibility for the students;
- Such classes are very common, especially at intermediate and advanced levels.

Example

Engage: Students look at a picture of sunbathers and respond to it by commenting on the people and the activity they are taking part in. Maybe they look at each other's holiday photos etc.

Activate: Students act out a dialogue between a doctor and a sunburn victim after a day at the beach.

Activate: Students look at a text describing different people and the effects the sun has on their skin. They say how they feel about it.

Study: The teacher does vocabulary work on words such as pale, fair skinned, freckles, tan etc., ensuring that students understand the meaning, the hyphenated compound nature of some of them, and that they are able to say them with the correct pronunciation in appropriate contexts.

Activate: Students describe themselves or people they know in the same kind of ways as the reading text.

Study: The teacher focuses the students' attention on the relative clause construction used in the text (e.g. "I'm the type of person who always burns, I'm the type of person who burns easily"). The use of the "who" clause is discussed and students practice sentences saying things like, "They're the kind of people who enjoy movies etc."

Engage: The teacher discusses advertisements with the students. What are they for? What different ways do they try to achieve their effect? What are the most effective ads the students can think of? Perhaps the teacher plays some radio commercials or puts some striking visual ads on an overhead projector.

Activate: The students write a radio commercial for sun tan lotion. The teacher lets them record it using sound effects and music.

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5 Lessons

5.1 Planning

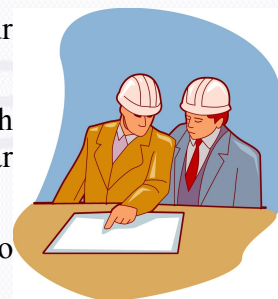
- Some teachers with experience seem to have an ability to think on their feet, which allows them to believe that they do not need to plan their lessons **DON'T FOLLOW THEIR LEAD!**;
- Most teachers go on preparing lessons throughout their careers;
- A plan shows the students that the teacher has devoted time to thinking about them;
- Planning shows professionalism and commitment;
- Planning helps you to think about where you're going;
- Planning helps you to think out ideas for the future;
- Planning helps you remember what you intended to do;
- Planning gives students confidence that you have thought about the lesson;
- A plan, however informal, gives the lesson shape and a framework;
- You may find your plan needs to be digressed from during the class. It is your call whether you let it happen or not;
- If you do digress, try to get back to the plan at a later stage;
- Plans can change and sometimes need to be ditched completely, so don't panic if you need to do either of these;
- If you do need to change or ditch the plan "on the fly" in the classroom, take a mental note of why, and adjust other plans accordingly;
- Planning is crucial when you are being externally assessed.



5.2 What Are The Aims Of A Plan?

A good lesson needs a good blend of coherence and variety so your plan needs to reflect this;

- Coherence means that the lesson follows a logical path regardless of how many activities that superficially appear unrelated;
- The ideal plan has an internal coherence but allows students to do different things.



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5.3 Plan contents

- Who is going to be taught, what they are going to learn, how they are going to learn and materials used;
- The plan must have the student's details:
 - Class size;
 - Names;
 - Ages;
 - Gender;
 - Attitude towards learning;
- The plan must contain a stated objective;
- The plan must contain what the teachers/students want to do:
 - Study a piece of grammar;
 - Write a narrative;
 - Listen to an interview;
 - Read a passage etc.
- The plan must contain how the teacher/students is/are going to do it:
 - Will they work in pairs?
 - Will the teacher just put on a tape?
 - Will the class start by discussing a topic?
- The plan identifies a logical sequence of events leading to a stated objective;
- Each learning task must be stated with an estimate of how long it will take and what material will be used;
- The plan should mention potential problem areas and what to do if they arise (contingency measures).

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5.4 Lesson Components

LESSON COMPONENTS

Lesson components should be combined and packaged to present an interesting, varied and effective lesson programme.

- Lessons comprising one kind of activity do not motivate students and can lead to boredom, irritability and discipline problems;
- Varied lessons are more interesting and pleasant for both teacher and students;
- Task variation caters for a wider range of learning styles and learning types;
- There is less likelihood of learning fatigue as there are regular changes in the type of activity demanded.



WAYS OF VARYING A LESSON

1. Tempo

Activities may be brisk and fast moving (such as guessing games) or slow and reflective (such as reading literature and responding in writing).

2. Organisation

The students may work on their own at individualised tasks, in pairs, in groups or as a full class in interaction with the teacher.

3. Mode and skill

Activities may be based on written or spoken language; and within these, they may vary as to whether the students are asked to produce (speak, write) or receive (listen, read).

4. Difficulty

Activities may be seen as easy and non-demanding or difficult, requiring concentration and effort.

5. Topic

Both the language teaching point and the (non-linguistic) topic may change from one activity to another.

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WAYS OF VARYING A LESSON

6. Mood

Activities vary also in mood: light and fun-based versus serious and profound; happy versus sad; tense versus relaxed.

7. Stir-settle

Some activities enliven and excite students (such as controversial discussions, or activities that involve physical movement); others, like dictations, have the effect of calming them down.

8. Active-passive

Students may be activated in a way that encourages their own initiative; or they may only be required to do as they are told.

AVOID RANDOM COMPONENTS

Varied activities flung together in random order can result in a feeling of restlessness and disorder.



5.5 Ordering your lesson

Put the harder tasks earlier

- On the whole, students are fresher and more energetic earlier in the lesson, and get progressively less so as it goes on;

Task scheduling

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Early tasks

- Those that demand more effort and concentration;
- Those that need a lot of student initiative work.

Later tasks

- Structured and controlled tasks;
- Light intellectual demand tasks.

Have quieter activities before lively ones

- It can be difficult to calm down a class that has been doing a lively activity;
- Put quiet and reflective tasks before lively ones;
- If you have a lethargic or tired class of adults it could be OK to start a lively task to refresh and help students get into the right frame of mind for learning.

Think about transitions

- Plan a transition from one activity to another;
- For example:
- Sum up one component in a few words and introduce the next;
- Have a brief transition activity.

Pull the class together at the beginning and the end

- Start off with a general greeting, organisation and introduction;
- Work is done with clear beginning and ending points;
- End with a rounding up of what has been achieved.

Make sure the students leave the classroom feeling good!

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End on a positive note

- Summarise what has been achieved today;
- Positive evaluation of something the class has done;
- Give a task that is very likely to succeed and which will generate feelings of satisfaction.

5.6 Lesson Management Tips

USEFUL TIPS FOR LESSON MANAGEMENT

1. Prepare more than you need.
 1. Have an easily presented, light “reserve” activity ready in case of extra time.
2. Highlight what component(s) you will sacrifice if you run out of time.
3. Keep a watch or clock easily visible.
 1. Be aware of the time relative to the lesson.
4. NEVER give homework at the last minute.
 1. At the end of the lesson student attention is lower.
 2. You probably won't have time to explain it properly.
5. If you have to distribute material, give it to a number of people, ask them to take one and pass the rest on.
6. Sequence for group work:
 - Give instructions;
 - Make sure they are understood;
 - Divide into groups;
 - Hand out materials.

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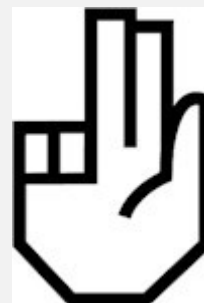
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My lesson planning promise



1. I will prepare some component tasks or texts weeks in advance.
2. I will prepare specific lessons usually not more than a day or two in advance.
3. I will ensure that the lesson can be linked to the one before and that the programme of activities is fresh in my mind.
4. I will write down brief (less than a page) lesson notes.
5. My notes will remind me of:
 - What I want to do;
 - Task order;
 - Page numbers, if I am using a book;
 - Notes of specific language items I intend to teach;
 - Cues or questions for tasks;
 - A reserve activity for use if I find myself with extra time.
6. I will write down my teaching objectives.
7. If necessary I will refer to my notes during the lesson.
8. I will file my notes for future reference and use.



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5.8 Evaluating Lesson Effectiveness

After you have given a lesson you should always try to reflect on how it went and how successful you think it was. At the end of our lesson plan template you will see a section called “Post Lesson Notes”. The purpose of this section is to help you evaluate how effective the lesson was.

The following present some ideas and suggestions as to how to evaluate the effectiveness of your lessons. Please note that these are suggestions that you can add to or ignore as appropriate.

LESSON EFFECTIVENESS EVALUATION CRITERIA

1. Did the lesson go to plan?
2. Did you need to modify, adapt or bin the plan?
3. Was your plan at the right level for your students?
4. How did your students react?
5. Was the material understandable, did your students learn what you presented?
6. Who did not understand what was being taught and why didn't they understand?
7. Did any of the students behave negatively? If they did, how did you deal with it?
8. How was the general level of attention?
9. Do you think the students were interested?
10. Did you keep your level of talking to a minimum? If not what, were your reasons to do most of the talking in class?
11. Were your explanations and instructions understood? If not, why?
12. Did you have to explain anything in the students' native language?
13. What was the general atmosphere in class? Were there shy/over confident students?
14. What will you recommend to future teachers with regards to this class?

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6 Classroom Interaction

6.1 Patterns Of Classroom Interaction

6.1.1 Interaction and gender

Males

- **Tend** to talk more than females in classrooms;
- Often socialised into believing that they should have the more dominant, powerful position. Talking a lot is one way of seeking to achieve this status;
- Teachers often perceive males as being more dominant and therefore more likely to challenge their own status;
- Teachers tend to ask more questions of males as a way of controlling them.

Females

- **Tend** to ask more questions by way of showing interest and to make more responsive contributions;
- Often socialised into a more supportive role.

6.1.2 Interaction In The Classroom

CLASSROOMS ARE ARTIFICIAL

Students often find themselves in the odd position of having to explain things to someone who already knows the answer.

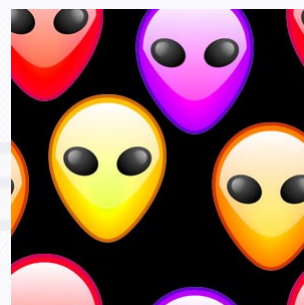
Classroom language sometimes bears little resemblance to real life language;

Students must get accustomed to:

- The language being learned;
- The general language of classroom discourse;
- The classroom frames of reference and ground rules.

Hints and tips

- **DO NOT** monopolise what talking is done;
- **DO NOT** use teaching strategies aimed at keeping the students quiet;





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- Give students the opportunity to speak as much as possible in class;
- If the class is large ensure that each student gets a fair turn;
- Let students talk over new ideas and try them out;
- Students need to talk about new knowledge to make sense of it.

6.2 Initiation – Response – Feedback

Initiation – Response – Feedback (IRF)

Different teaching strategies will lead to different kinds of interaction in the classroom. For example, so-called formal teaching with the teacher very much the focal figure will tend to lead to a pattern of:

- **Initiation:** Teacher gives information, ending with a question;
- **Response:** One or more students reply;
- **Feedback:** Teacher evaluates, re-words, comments on, etc. the response.

The whole pattern is then repeated again and again. This is still the most common form of teaching in many classrooms and you will probably see many examples of it during your teaching practice.

Strengths

- Teacher can cover quite a lot in a short time;
- Teacher can ensure she/he covers what she/he wants to cover;
- Teacher can plan and prepare in detail;
- Students understand and are used to this kind of interaction.

Weaknesses

- Students usually say relatively little;
- Students usually interact with teacher, not each other;
- Students are only using language to answer questions, not to guess, think things through and experiment.

Drawbacks

- Emphasises the teacher's power, status and central role;
- Tends to put students in a passive role;

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- Many students like it because they're used to it and they don't have to play an active part if they don't want to.

6.2.1 Suggested Interactive Teaching Strategies

Small group discussions

Give students a lot more power and responsibility;

- Group discussions allow students to:
 - Interact with each other;
 - Use language for a wide range of functions;
 - Develop social and communicative skills.
- Group discussions only work if the students have ideas, materials and knowledge to use;
- Ensure that the students know what they're supposed to get out of a discussion;
- Start in pairs, get them to discuss something very specific for about a minute;
- Gradually increase topic scope, discussion time and then group size (up to a maximum of 4);
- Debrief the groups after the discussion period has finished;
- Pull the ideas together at the end in a summary.



Organising group work - Key Points

- Students perform a task through small-group interaction;
- Students in groups get more opportunities to talk;
- Fosters student responsibility and independence;
- Improves motivation;
- Contributes to a feeling of co-operation in the class;

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- Requires effective and careful organisation.

TIPS AND HINTS FOR GROUP-WORK ORGANISATION

Presentation

- Instructions that are given at the beginning are crucial;
- Students must understand exactly what they have to do;
- Use tasks that are easily described;
- Give the instructions before giving out materials and dividing the class into groups;
- Run through an example before the group work starts;
- Anticipate what language will be needed, and have a preliminary quick review of appropriate grammar or vocabulary;
- Tell the class what the STOP signal is or the time limit.

Process

- Your job during the activity is to monitor each group and contribute if necessary;
- If you need to contribute;
 - Give general approval and support;
 - Help students who are having difficulty;
 - Keep students using the target language;
 - Tactfully regulate participation in a discussion where some students are over-dominant and others silent.

Ending

- Signal the end of the task as per your stated STOP signal;
- Try to finish the activity while the students are still enjoying it and interested, or only just beginning to flag;
- Don't let it drag on so there are groups doing nothing whilst others are still talking;

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- If it is obvious that it took less time than you thought, stop the work.

Feedback

- Get feedback after the end of the group work.
- Feedback could comprise any of the following:
 - Giving the right solution;
 - Listening to and evaluating suggestions;
 - Pooling ideas on the board;
 - Displaying materials the groups have produced.
- Feedback objective is to express appreciation of the effort that has been invested and its results;
- Feedback can be re-used as input for other tasks.

Role Play

- Students need good instructions before they start the role play;
- Emphasise that role play is not a public performance;
- Only works if they feel happy and confident about taking part in role play;
- Students interact with each other in groups;
- Students can express new ideas and feelings.

Visits

- Visits should provide a wide range of interaction:
 - Between students;
 - Between students and teachers;
 - Between students and other people;
- There should be a preliminary briefing and discussion about:
 - The purpose of the visit;
 - The tasks to be carried out during the visit;
 - Follow up work;

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- Always debrief after the visit.

6.2.2 Interaction, Meaning And Concepts

LEARNING CONCEPTS

New concepts are learned by trying them out, modifying them as needed and comparing them to other already known ones.

- Everyone uses experience, knowledge, presupposition and guesswork to build up meaning;
- Meaning is influenced by mood, attitude to the subject and the presenter;
- Classroom interaction consists of complex patterns of interchange of ideas, perceptions and feelings;
- Interaction is a matter of offering frames of reference and social ground rules to other people;
- Frames of reference and ground rules are offered by the teacher and student alike;
- Teachers and students should actively exchange, develop and modify frames of reference;
- Puts students in a stronger position for building up concepts and opinions;
- The most effective way of learning new concepts is through activities designed to use them.



6.2.3 Some Points To Bear In Mind

- Make sure the students see the purpose and value of new concepts;
- New information and concepts are most easily learned if linked to old ones;
- Don't try to make students learn new concepts and new language simultaneously;
- Teach a new concept through familiar language; then introduce the new terminology;
- Individuals learn best in different ways. Teach really important concepts in your

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subject area in different ways;

- Get the students to use new concepts. This helps them learn and gives you valuable feedback on how they are doing.
- Make sure the students see the purpose and value of new concepts;
- New information and concepts are most easily learned if linked to old ones;
- Don't try to make students learn new concepts and new language simultaneously;
- Teach a new concept through familiar language; then introduce the new terminology;
- Individuals learn best in different ways. Teach really important concepts in your subject area in different ways;
- Get the students to use new concepts. This helps them learn and gives you valuable feedback on how they are doing.

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7 Questions and correction

AND THE ANSWER IS

People learn by asking questions, but when questioned during a learning experience, things are different.

Teachers ask questions for a range of purposes:

- To check understanding;
- To ask for opinions;
- To ask for reasons;
- To ask for co-operation;
- An individual can feel intimidated when asked questions;
- Groups can share responsibility for answering questions;
- Set up situations where the students can ask you and each other questions;
- Plan exactly how you're going to word a few key questions in each lesson;
- Don't ask too many questions or the lesson becomes a kind of trial;
- Ask follow-up questions that make students think about and justify an earlier answer;
- Vary the kind of questions you ask;
- Keep to a minimum the "Guess what's on my mind" kind of question. Students tend to find them frustrating.



7.1 Reasons For Questioning

WHY DO WE ASK QUESTIONS?

- To provide a model for language or thinking;
- To find out something (facts, ideas, opinions);

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WHY DO WE ASK QUESTIONS?

- To check or test understanding, knowledge or skill;
- To get students to be active in their learning;
- To direct attention to the topic being learned;
- To inform the class using the answers of the stronger students rather than through the teacher input;
- To provide weaker students with an opportunity to participate;
- To stimulate thinking;
- To get students to review and practice previously learned material;
- To encourage self-expression;
- To show the students that the teacher is genuinely interested in what they think.

(Note: Any specific question is likely to involve more than one of these aims: for example, it might review and practice while simultaneously encouraging self-expression.)

7.2 *Effective Questioning*

CRITERIA FOR EFFECTIVE QUESTIONING

- Questions should be meaningful and set answer expectations;
- Questions must stimulate responses that contribute to further learning;
- Questions must be relevant, interesting, challenging and stimulating;
- Questions should be set that most students can attempt to answer;
- Questions must encourage extended and/or varied answers;
- Answers must be taken positively by you.

7.3 *Critique And Advice*

- Avoid “double messages”
- Avoid questions that are abstract or inappropriate for the class level
- Pause after each question and assess answer content

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- Set a clear question and responses expectation

7.4 Concept Checking

Concept checking enables you to verify that your students understand the ideas behind the language item being taught.

7.4.1 Vehicles For Concept Checking

- Wh- questions, Yes/No questions (always followed by a related Wh-question);
- Charts, graphs, scales, ordering info, time lines;
- Pictures;
- Antonyms/Synonyms/Comparisons;
- Situation/context;
- Draw on students' experience and knowledge (personalisation); Real/unreal;
- Effects on other things;
- Duration/frequency;
- Register;
- Denotation/connotation;
- Before/after;
- Causes/consequences;
- Ask students to use the new word in context;
- Use simple level-appropriate language.



7.4.2 Concept Checking Vocabulary

Think: Why choose this word over another? What makes them different?	
To sob	Ask students: When do you sob? Do you feel happy? How do you feel? How is to sob different from to cry? What comes out of your eyes? What does your face do? What sound do you make?
Exhausted	Use a graph comparing it with known lexis like tired and very tired. Ask students: What happens before you feel exhausted? You feel exhausted. What do you do? Why? What makes you feel exhausted? Where do you feel exhausted? Personalise it: When are you exhausted? Why?

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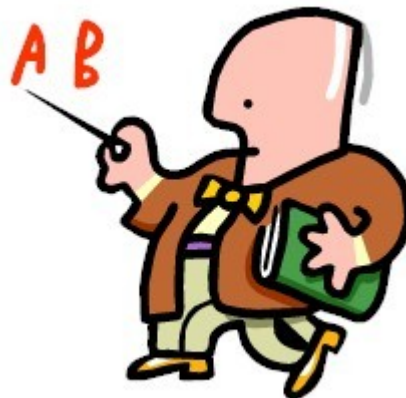
7.4.3 Concept Checking a Grammar Point

Highlight a grammar point and ask concept checking questions e.g.:

- Going to - “When is this (past, present future)”;
- Much/many - “Which one can you count”.

Students’ answers will be quite short:

- yes or no;
- a single word;
- a phrase;
- a short sentence.



7.4.4 Things to Think About

- Can the tense form be completely different from the time? (e.g. using Present Simple when talking about the future or the past).
- Function: when and where do we use it, with whom? Why?
- What is the speaker’s attitude or point of view?
- Real or unreal?
- Where and how is it used in a sentence? What comes before/after?
- Definite or indefinite?
- Inappropriate or appropriate: formal or informal? Age, gender, position, status of speakers?
- What punctuation is important? Why?
- What other words in the sentence does the grammar effect? How?
- What word endings or prefixes are important? Why?
- What’s the connection and relationship between grammar elements?
- Can contrastive analysis be used?
- Can it be graphed?
- Can you personalise it?

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7.5 Feedback

7.5.1 What Is Feedback?

STUDENTS NEED TO KNOW HOW THEY ARE DOING

Feedback is information that is given to the student about his or her performance of a learning task.

- Objective is to improve performance;
- Feedback has two main components: **Assessment** and **Correction**:
 - **Assessment**: Student is informed how well or badly he/she has performed;
 - **Correction**: Specific information is provided about the student's performance;
- You can assess without correcting;
- You cannot correct without assessing;
- Being "non-judgemental" when giving feedback is unrealistic;
- Meaningful feedback requires judgement;
- Judgement for feedback should be positive;
- Negative feedback de-motivates students;
- Positive feedback provides reinforcement of correct responses, and promotes learning;
- Must be constant and honest.

7.5.2 Correcting Mistakes

MISTAKES ARE NORMAL

Mistakes are an integral and important part of language learning; correcting them is a way of bringing the student closer to the target language.

- Student mistakes can be minimised by limiting progress to small, controlled steps;
- People learn by getting things right and having their performance reinforced;
- Not all mistakes need to be corrected: the main aim of language learning is to receive and convey meaningful messages, and correction should be focussed on mistakes

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that interfere with this aim, not on inaccuracies of usage.

7.5.3 Assessment

- Most of the feedback you will give is ongoing;
- Feedback will usually be directed at specific bits of student-produced language in order to improve it. **“Formative Assessment”**;
- You will also need to evaluate the student’s overall performance. **“Summative Assessment”**.

7.5.4 Performing The Assessment

- The most common way of gathering information for assessment is through tests, however **tests do not always fairly represent the student’s ability**.
- Other methods are:
 - **Teacher assessment.** The teacher gives a subjective estimate of the student’s overall performance;
 - **Continuous assessment.** The final grade is a combination of the grades the student received for various assignments during the course;
 - **Self-assessment.** The students evaluate their own performance, using clear criteria and weighting systems agreed on beforehand;
 - **Portfolio.** The student gathers a collection of assignments and projects into a portfolio that provides the basis for evaluation.



7.5.5 Assessment Reference Criteria

- **Criterion-referenced:** how well the student is performing relative to a relevant attainable fixed criterion;
- **Norm-referenced:** how well the student is performing relative to the group;
- **Individual-referenced:** how well the student is performing relative to previous performance.

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7.5.6 Assessment Grades

Here are some examples of how you could grade student performance. The use of each will depend on how the language school or client wishes it to be done.

Percentages	Can be impersonal
Letters	“A” or “B+” “Good”, “Excellent”, personal but usually translated into a percentage (e.g. “A” = 90+%)
Profiles	Comprised of a number of separate grades on different skills

7.6 Correcting mistakes in oral work

DON'T OVER-CORRECT

Situations exist where it is better not to correct mistakes.

- Fluency training through conversation should not be endlessly interrupted through corrections;
- Oral correction is usually provided directly by the teacher;
- Oral correction may be requested by the student;
- Correction may or may not include a clarification of why the mistake was made;
- Repetition should not always be requested;
- Be aware of your students' own expectations regarding being corrected;
- Correction should be encouraging and tactful;
- Be sensitive to responses to being corrected and take note for future reference.

7.7 The Value Of Assessment And Correction For Learning

- Both positive and negative assessments should be made available to the student;
- Feedback MUST be honest;
- Assessments should be given in a supportive manner;
- Students must feel that the teacher's assessment will help them, not put them down;
- Most students want to be corrected;
- Contributes to learning;

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- Watch out for recurring corrections of the same mistake. If this happens invest time in creating opportunities for students to get it right.

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8 Classroom Management

8.1 *Students keep using their own language*

PROBLEM

Students who all share the same native language may be inclined to use their own language rather than English.

REASONS

They want to communicate something important therefore use the language they know best;

- Speaking in their language is a lot easier than struggling with English.

SOLUTIONS

Talk to them about the issues

- Negotiate with students when it is appropriate to use their own language in the class;
- Emphasise that overuse of their own language means that learning English will be slower;
- Explain that using their own language denies them chance to rehearse English usage;
- Exercise sympathy to their predicament with caution **NEVER FORGET** that learning English remains paramount.

Encourage them to use English appropriately

- Make it clear that there is not a total ban on their own language;
- Emphasise that speaking exercises must be done in English;

Only respond to English use

- Make it clear that you want to hear English;
- You are allowed to ignore what students say in their own language.

Create an English environment

- You **MUST** speak English all of the time;
- Students must be constantly exposed to how English sounds;
- Students must be constantly exposed to what English usage “feels” like;

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- You could try to anglicise student names.

Keep reminding them

- Go round the class during a speaking exercise encouraging students to use English;
- You may have to be assertive when encouraging English usage as some students are shy or embarrassed due to the fear of losing face by sounding “stupid”;
- Persevere with this because over time the students will gradually overcome their inhibitions.

8.1.1.1 What If Students Don't Want To Talk

PROBLEM

You will almost certainly find in every class at least one person who does not want to speak English in class.

REASONS

The student's character;

- Other students may dominate and intimidate;
- Students are not used to talking freely for reasons of culture and background;
- Student fears making mistakes and therefore losing face in front of the class.

SOLUTIONS

DO NOT try to bully or blackmail quiet students into talking, you'll just make things worse.

Use pair-work

- Helps to get quiet students talking;
- In small groups they are under less pressure;
- Allow them to speak in a controlled way at first for example dictate a short, simple sentence and then ask them to read it back;
- Allow students to write down what they are going to say before they say it. This removes the risk element that a spontaneous response requires;
- Once these basic skills are acquired you can start asking them simple

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questions about what they read. Psychologically they are more likely to respond.

Acting things out and read aloud

- Acting out dialogues encourages quiet students;
- You must work with the students like a drama teacher;
- Explain intonation, emphasis and emotion;
- If you give good guidance and get good co-operation, the result will sound good and the student will achieve a great deal of satisfaction.

Role-play

- Quiet students, in general, speak more freely when they are playing a role;
- They do not have to be themselves;
- Allows the students to take on a new identity and behave in uncharacteristic ways;
- Allows the student to connect to a different personality and therefore reduces risk.

Use the tape recorder

- Ask students to record what they would like to say, outside the lesson;
- Listen to the tape and point out inaccuracies;
- Student is given the chance to listen, get feedback and repeat.;
- Positive iterative process that encourages self assessment and motivation.

NOTE: Some students may feel inhibited about this so try to persuade the student into accepting the task prior to asking him/her to do it.

8.1.1.2 Students Are Distracted And / Or Not Paying Attention

- Remain silent until peer pressure causes the class to settle down and listen to you;
- Make a loud noise such as a hand clap;
- In a loud voice, say “OK. Please listen” or “Please look here!”;
- Stop the lesson and ask the distracted student what you and/or another student just said;

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- Move closer to the distracted student and/or touch his/her desk;
- Give the distracted student a role/responsibility in the class, e.g. correcting homework or scoring in a game.

8.1.1.3 *Students Bored And / Or Unmotivated*

- Choose a juicy theme well-pitched to students' interests/experience. This gives automatic motivation and interest;
- Do a regular needs analysis;
- Negotiate a course plan with the students;
- Start the term with a personal information survey so you can identify the students' experiences, interests, concerns.

8.1.1.4 *Students Unclear What To Do Or Doing The Wrong Thing At The Wrong Time*

- Ensure instructions are clear: use gestures, imperatives, short 3 to 4 word sentences;
- Unify word and gesture;
- Ensure voice projection is strong;
- Ensure model is clear: use BB pictures, gestures, mime, visuals. Model the whole activity exactly on how you want the students to do it.

8.1.1.5 *Strong Student Dominance*

- Encourage, but gently deflect some answers from strong students to give production time to other members of the class. e.g. say. "Thank you, This side?";
- Use your eyes to encourage silent students to respond;
- Ask silent students a direct question;
- Grammar activities so that each student must contribute;
- Give strong students a non-production role, e.g. scoring;
- Use "class blocking", i.e., gesture with your arms towards certain sections of

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the class when eliciting.

8.1.1.6 Time Management

- Decide on priorities before the lesson, i.e., which activities can be skipped and which must be included;
- Write time limits for all phases of the lesson and stick to them;
- Select the best students during feedback for a better peer model. This cuts down on correction time;
- Frequent monitoring will give you an idea of the pace and student interest throughout the lesson, so you can better judge when to move on;
- Simplify the task so that students can complete it within the given time limit, or alternately, have an extension ready for each main activity so you can take more time if you need to.

8.1.1.7 Lateness

- Institute attendance penalties such as extra homework;
- Make sure the first ten minutes of your lesson are interesting;
- Structure your lesson so that important activities occur at the beginning, e.g. correcting homework, revision, quizzes.

8.1.1.8 Personality Clash

- Separate the students concerned;
- If there is a conflict between two students, don't ask student "A" a question, and then student "B", as this will allow student "B" to exploit the situation to the detriment of student "A";
- Be very balanced with your time and encouragement;
- Beware of themes/activities that may give vent to a personality clash, e.g. lesson themes/functions such as criticising, blaming etc.

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8.2 Teacher Language

Keep language simple and brief, not like this example!

What the teachers says

“Now let’s see Peter, if you’ve finished why don’t you talk with Mary here about what you discussed earlier after I had told you the story.

What the student hears

“Blah blah blah Peter, why blah blah blah blah Mary blah blah blah you blah blah blah blah story.

Teacher Language Dos

- Use simple and clear language in instructions and explanations;
- Use simple imperatives (Stand up, write, close your book) followed by please if you want to be polite;
- Use clear gestures, mime and visuals wherever possible to clarify your meaning;
- Check for students’ understanding often.

Teacher Language Don’ts

- **DO NOT** begin instructions with "If . . . ";
- **DO NOT USE** modals (e.g. might, would, etc.);
- **DO NOT USE** conditionals (“If you could open your books now.”);
- **DO NOT USE** phrasal verbs (“Let’s see what we’ve come to.”);
- **DO NOT USE** complex relative clauses (“For those of you who have finished early can work with your partners now.”);
- **DO NOT USE** slang and complicated words (“Let’s check out the homework.”).

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Teacher Talking Time - TTT

- TTT (Teacher Talking Time) – keep it to a minimum;
- STT (Student Talking Time) – keep it as high as possible;
- **DO NOT** stack questions;
- **DO NOT** echo student questions or answers;
- **DO NOT** give lengthy task prefaces.

8.3 Drilling

- A repetition of a pattern introduced by the teacher;
- Allows students to practice new language under supervision;
- Much pronunciation and grammar error correction occurs during drills;
- The most common types of drills are:
- **Repetition** (students repeat the teacher's model);
- **Substitution** (teacher gives model which students modify);
- **Chain** (students ask and answer questions of each other);
- **Choral** (students repeat in a group);
- **Concatenation** (students append words to teacher's model).

8.4 Board work

- Use the infinitive particle to when writing up verbs, and include articles with nouns;
- Avoid cursive linkage (joined up writing). It often causes confusion;
- Avoid mixing lower and upper case letters in words, doing that is often considered a sign of illiteracy by students;
- Use the board as a resource to aid students (e.g. in explaining a new word,

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showing intonation and/or stress, posting visuals, highlighting target language);

- Clean the board at the end of the lesson so it is ready for use by the next teacher.

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9 Student Motivation And Interest

9.1 Motivation

MOTIVATE, MOTIVATE AND MOTIVATE

Student motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive.

A “motivated” student is willing or even eager to invest effort in learning activities and to progress.

Consider the following

How important do you think motivation is for success in language learning?

How important is past success in language learning as a basis for motivating students to want to continue learning?

What characteristics and behaviours would you associate with a motivated student?

Some people are motivated by wanting to integrate into the target-language culture (integrative motivation), some by needing the language for their career or other personal advantages (instrumental motivation). Which of the two do you think is the stronger motive?

The urge to engage in learning activity for its own sake (intrinsic motivation) is distinguishable from the urge to learn for the sake of some external reward (extrinsic motivation). Do you think there is any difference between children and adults in the degree of influence of these two kinds of motivation?

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9.2 The Importance Of Motivation

- Does success in language learning breed its own motivation?
- Does motivation lead to success?
- Is motivation more or less important than a natural aptitude for learning?

The jury is still out on these questions, but all experts do agree that:

- Motivation is very strongly related to achievement in language learning;
- Student motivation is extremely important for successful language learning;
- The teacher's job is to do everything possible to encourage the development of ability and enhance motivation, on the understanding that each will contribute to the other.



9.3 Different Kinds Of Motivation

“Integrative”	The desire to identify with and integrate into the target-language culture
“Instrumental”	The desire to learn the language for purposes of study or career promotion.
“Intrinsic”	The desire to engage in the learning activity for its own sake
“Extrinsic”	Motivation derived from external incentives
“Global”	Overall orientation of the student towards the learning of the foreign language
“Situational”	Context of learning (classroom, total environment)
“Task”	The way the student approaches the specific task in hand.

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9.4 The Teachers Responsibility

MOTIVATE, MOTIVATE AND MOTIVATE

Most good teachers seem to accept that it is their responsibility to motivate students, and invest quite a lot of effort in doing so.

9.5 Extrinsic Motivation

- Extrinsic motivation;
- Derives from the influence of some kind of external incentive;
- Distinct from the wish to learn for its own sake or interest in tasks;
- Many sources of extrinsic motivation are inaccessible to the influence of the teacher, for example:
 - The desire of students to please someone else such as parents;
 - Their wish to succeed in an external exam;
 - Peer-group influences;
 - The following motivation sources are teacher influenced.

9.6 Success And Its Rewards

THE REWARDS OF SUCCESS

Students who have succeeded in the past are more willing to continue learning.

- Success is the most important factor in raising extrinsic motivation;
- Students will be more confident in their chances of succeeding, and more likely to persevere;
- Success in this context is not necessarily the same as getting the answers right. Further criteria could be:
 - Amount of language produced or understood;
 - The investment of effort and care;
- You MUST recognise successes for which the student should take credit;



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- You must make sure that students are aware of their own success;
- Success can be communicated by a nod, a tick, even a lack of response;
- Pride and satisfaction can be enhanced by explicit praise, approval or good grades;
- Do not over-use “Success” as students may:
 - See success as too easy to achieve and therefore of little meaning;
 - Become dependent on it;
 - Lose confidence in their ability to recognise success on their own;
 - See lack of teacher approval as casting doubt on their abilities.

9.7 Failure And Its Penalties

THE PAIN OF FAILURE

Failure means that a student has done significantly less than he/she could have, is making unsatisfactory progress, or is not performing to expectations.

- Failures are normal occurrences in learning experience, and they are nothing to be ashamed of; good students recognise this, take setbacks in their stride, and look for ways to exploit them in order to succeed next time;
- Failure is not just a matter of wrong answers;
- Failure in any sense is generally regarded as something to be avoided;
- Part of your job is to make students aware of when and why they are failing;
- Do not over-use “Failure” as it could:
 - Lower students’ motivation;
 - Demoralise them;
- Failure messages should be used with caution for students whose self-image and confidence are shaky to start with;
- There may be cases where you may prefer to ignore or play down a failure.



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9.8 Authoritative Demands

AUTHORITY FIGURE

Students are often motivated by teacher pressure as they recognise your authority and right to ask them to do things.

- Younger students usually need the exercise of authority more than adults;
- Some adults also prefer to be faced with a clear demand;
- Don't over-use or misuse authoritative demands:
 - It could breed a "military" type structure of purely obeying orders without thinking;
 - Students won't be aware of objectives;
 - Students are un-involved in decisions;
 - Students are unlikely to develop personal responsibility for their own learning;
 - De- motivation could set in.
- Authority and freedom must be balanced as too much freedom can lead to:
 - A noticeable lowering of effort and achievement;
 - Student dissatisfaction.





9.9 Tests

TESTING TIMES

Students who know they are going to be tested will normally be more motivated to study carefully.

- Tests are motivating;
- Tests are a useful incentive, provided there is not too much stress attached and are not over used.

9.10 Competition

BEAT THE COMPETITION

Group contests get better results than individual ones as they are more enjoyable, less tense and motivating.

- Students will often be motivated in order to beat their opponents in a competition;
- Individual competition can be stressful for people who find losing humiliating;
- Students who are not very good at the language and therefore more likely to lose will become de-motivated;
- Competition must be monitored at all times because if there is too much the students will become increasingly antagonistic and less willing to work together;
- Competition should not be taken too seriously;
- Scoring should be partly based on chance, so that anyone might win in order to maintain motivation and lower stress.

9.11 Intrinsic Motivation And Interest

THE MOTIVATION PAY OFF

The more effort you put into motivation and interest (ENGAGEMENT), the more noticeable the pay-off in terms of student motivation.

- Global intrinsic motivation is the generalised desire to invest effort in the learning for its own sake;
- It is based on previous attitudes of the students;

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- Do they see learning as worthwhile and interesting?;
- Do they like the language and its cultural, political and ethnic associations?;
- You can help to foster/change positive/negative attitudes by:
 - Making it clear that you share the positives;
 - Clarifying issues the student finds negative and convert them into positives;
 - Giving further interesting and attractive information about the language.

Hints and tips on how to build interest

- Clear goals
- Students should be aware of content and learning task objectives;
- For example, a guessing-game may have the language-learning goal of practising questions, and the content goal of guessing answers.
- Varied topics and tasks
- Topics and tasks should be selected carefully to be as interesting as possible;
- Few single topics and tasks can interest everyone so vary them over time.
- Visuals
- Use eye-catching and relevant visuals for the task in hand.
- Tension and challenge: games
- Use game activities with a “fun” goal but limited by rules;
- Rules like an arbitrary time limit can spice up almost any goal-oriented task.
- Entertainment
- Entertainment produces enjoyment, which in its turn adds motivation;
- Entertainment can be teacher provided (jokes, stories, perhaps songs, dramatic presentations) or recorded (movies, video clips, television documentaries).

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- Play-acting
- Role play and simulations elicit imagination and take students out of themselves;
- Some people may be inhibited and may find such activities intimidating at first.
- Information gap
- The need to understand or transmit information e.g. describing a picture;
- A variation on this is the opinion gap where students exchange views on a given issue.
- Personalisation
- Students are more likely to be interested in tasks that have to do with them themselves: their own or each other's opinions, tastes, experiences, suggestions.

Open-ended cues

- A cue which invites a number of possible responses is usually much more stimulating than one with only one right answer: participants' contributions are unpredictable, and are more likely to be interesting, original or humorous.

9.12 *Fluctuations In Student Interest*

100% INTEREST 100% OF THE TIME IS UNREALISTIC

Attention and interest fluctuates within the period of engagement with a task.

- Some temporary lowering in student interest can be caused by factors beyond our control:
 - The need of the student to take a short break;
 - External distractions;
 - Certain teacher behaviours which can quickly catch or lose student interest;
- Teacher-associated fluctuations in interest can be observed to some extent in all classes.

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